

**Author of the term:** C. S. Lewis  
**Power of reading book:** The Wild Robot  
**Poetry:** Limericks

**Music – Ukulele**

**Key Knowledge/Vocabulary**

Ukulele, pitch, rhythm

Key notes: C, D, E, F, G, A, Am, B, Bm, Cm, Em, Fm, Gm

**Key Knowledge:**  
We can play the C, D, E, F, G, A, Am, B, BM, CM, EM, FM and GM chords on a ukulele.  
We can play simple rhythms on the ukulele.



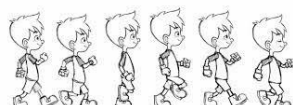
**Computing – Animation**

**Key Knowledge:**

- To explain that animation is a sequence of drawings or photographs.
- To relate animated movement with a sequence of images.
- To plan an animation.
- To identify the need to work consistently and carefully.
- To review and improve an animation.
- To evaluate the impact of adding other media to an animation.

**Key Vocabulary**

**Onion skinning** – A technique used in animation where frames are layered transparently.  
**Sequence** – A particular order in which things follow each other.  
**Stop motion** – A technique where the camera is repeatedly stopped and started.  
**Analyse** – To examine something in detail.  
**Transparent** – To evaluate the impact of adding other media to an animation.



**Science – Sound**

How do I hear my favourite music?

**Key Knowledge**

- To identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibrations from sound travel through a medium to the ear.
- Find patterns between the volume of the sound and the strength of the vibration that produced it.
- Recognise that sound gets fainter as the distance from the sound increases.

**Key Vocabulary**

**Vibrate** – to move continuously back and forth.  
**Sound waves** – vibrating energy that looks like waves. Sound travels on sound waves through solids, liquids and gases.  
**Medium** – a substance in which sound waves travel.  
**Volume** – how loud or quiet a sound is.  
**Faint** – unclear and quiet sound.



**Art – Textiles**

**Key knowledge**

- To know how to resist dye – flour (paste) and tightening.
- To know and create different basic tie-dye techniques using string, pebbles and elastic bands.
- To create a range of designs linked to flow.
- To evaluate designs and improve upon them for a final creation.

**Key Vocabulary**



**P.E. – Attacking games**

**Key Skills & Vocabulary**  
Year 3

- To roll a ball around my racket while moving
- To **volley** (to strike the ball before it hits the ground) a ball on a racket while moving around and avoiding others
- To sustain a **rally** (a series of hits) for more than 10 shots over a net
- To stop and kick a ball following a short run
- To dribble a ball avoiding defenders
- To hold a cricket bat correctly whilst striking the ball
- To balance a cricket ball on the flat side of the cricket bat
- To fulfil a position in a team (e.g. back stop, goalkeeper, striker)
- To explain different ways to be out in cricket or rounders
- To anticipate the path of a ball in a game situation

Year 4

- To perform backhand and forehand volleys (a series of hits) while moving around
- To serve the ball over a net
- To make a range of tennis shots to win a point
- To demonstrate awareness of boundaries of the playing area in a game situation
- To stop a rolling ball, dropping my leg to stop it travelling through my legs (cricket/ rounders)
- To bowl an underarm ball with precision
- To strike a ball with a cricket bat using two hands to score runs
- To strike a ball with a rounders bat, standing side on with one hand
- To tackle from the front and side in football, winning the ball
- To head the ball using the correct part of my head (forehead)



**French**

**Key Knowledge & Vocabulary**

To read & write numbers to 12



To recalls the use of the 2 words for 'a' – un (masculine) une (feminine)  
To write sentences with cest (it is) and questions with est ce (is it)

Pourquoi- why

J'ai- I have, tu as- you have

Je n'ai pas de- I do not have

**Grammar**

To know the position of a colour adjective in a sentence, coming after the noun.

**Phonemes/Graphemes**



**British Values- Rule of Law**



**RHE: that in wider society they can expect to be treated with respect by others & that in turn they should show due respect to others, including those in positions of authority**

**Key Knowledge and Vocabulary**

**Values** are a set of rules you live your life by.

**Law** is the system of rules which a particular country or community recognises as actions that should be taken by its members. If the law is broken there may be penalties.

To be **British** is to live or belong to Britain,

**School values** are the rules and behaviour children follow in school.

**History – The Ancient Greeks**

How did the Greeks change lives around the world?

**Key Knowledge & Vocabulary**

An **empire** is the collective name for a group of countries ruled by a single person or country. The Greek empire was successful because it thrived on education and organisation.

The chronology of a timeline shows dates and terms to describe the past, and that the past can be divided into periods

The first Olympic games was held in 776 BC

Democracy (ruled by the people) was introduced in Athens. It was fair to everybody and modern democracy (UK) uses the same principles of everyone able to have a say.

From primary sources we can infer what was happening in the past, for example images on vases, music and trends that happen over time.

The reliability of sources depends on the point of view of the person it comes from.

Athens and Sparta were very different cities.

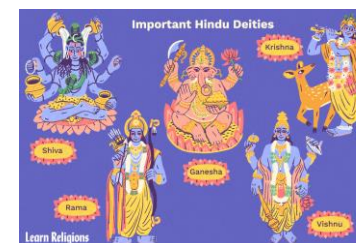
The Battle of Marathon was in 490 BC.

That Ancient Greeks believed in Gods and Goddesses who were a small group of powerful gods called the Olympians. When things had to be decided, this council of 12 gods met on Mount Olympus to discuss things.

To know some of the Greek gods and that they all kept a home on Mount Olympus. Three of which were: Zeus, Poseidon and Athena.

The Ancient Greeks gave us democracy, sport/games, the arts (Greek theatre – drama, music and dance,), medicine, law, language (dinosaur and helicopter), science and inventions (water wheel, alarm clock, catapult.)

**RE – What does it mean to be a Hindu in Britain today?**



**Key Knowledge:**

The trumurti (Brahama, Vishnu and Shiva) help Hindus relate to the ultimate god, Brahman.

Examples of death and rebirths can be seen in nature through the seasons and are necessary for life.

For some Hindus all living beings possess a spark of Brahman named 'atman' meaning all living beings are special and sacred.

Hindus believe their lives are part of a journey through different stages (ashrams), each with different duties.

Hindus believe in karma, how our actions affect us, either positively or negatively.

The festival of Holi celebrates the arrival of spring and the end of winter. They look forward to spending time together.

**Key Vocabulary**

**Deities: a god or goddess**

**Brahma, Vishnu and Shiva**-The 3 most significant gods in Hinduism

**Trimurti** means 3 forms

**Brahman**-the foundation of all life

**Moksha**- the ultimate goal within Hinduism, to leave this cycle of rebirth and become one with the god Brahma

**Puja**-daily prayer